

Charleston Development Academy

233 Line Street
Charleston, SC 29403

Grades	K-3 Elementary School	
Enrollment	97 Students	
Principal	Cecelia Gordon Rogers	843-722-2689
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	6	49	76	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 4 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	N/A	No
2005	Below Average	Unsatisfactory	No

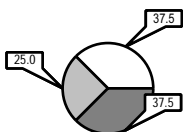
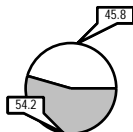
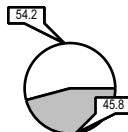
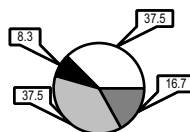
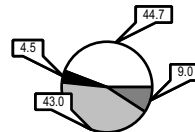
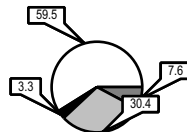
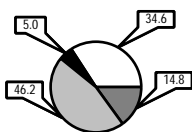
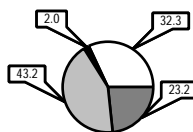
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	26	100.0	37.5	25.0	37.5	0.0	50.0	Yes	Yes
Gender									
Male	12	100.0	36.4	27.3	36.4	0.0	45.5		
Female	14	100.0	38.5	23.1	38.5	0.0	53.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	26	100.0	37.5	25.0	37.5	0.0	50.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	17	100.0	33.3	33.3	33.3	0.0	53.3		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	26	100.0	37.5	25.0	37.5	0.0	50.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	26	100.0	37.5	25.0	37.5	0.0	50.0		
Socio-Economic Status									
Subsidized meals	24	100.0	40.9	27.3	31.8	0.0	45.5	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	26	100.0	45.8	54.2	0.0	0.0	25.0	No	Yes
Gender									
Male	12	100.0	45.5	54.5	0.0	0.0	18.2		
Female	14	100.0	46.2	53.8	0.0	0.0	30.8		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	26	100.0	45.8	54.2	0.0	0.0	25.0	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	17	100.0	33.3	66.7	0.0	0.0	33.3		
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	26	100.0	45.8	54.2	0.0	0.0	25.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	26	100.0	45.8	54.2	0.0	0.0	25.0		
Socio-Economic Status									
Subsidized meals	24	100.0	45.5	54.5	0.0	0.0	27.3	I/S	I/S
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	26	100.0	54.2	45.8	0.0	0.0	0.0
Gender							
Male	12	100.0	63.6	36.4	0.0	0.0	0.0
Female	14	100.0	46.2	53.8	0.0	0.0	0.0
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	26	100.0	54.2	45.8	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	17	100.0	46.7	53.3	0.0	0.0	0.0
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	100.0	54.2	45.8	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	26	100.0	54.2	45.8	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	24	100.0	59.1	40.9	0.0	0.0	0.0
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	26	100.0	37.5	37.5	16.7	8.3	25.0
Gender							
Male	12	100.0	36.4	45.5	9.1	9.1	18.2
Female	14	100.0	38.5	30.8	23.1	7.7	30.8
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	26	100.0	37.5	37.5	16.7	8.3	25.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	17	100.0	20.0	46.7	20.0	13.3	33.3
Disabled	9	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	26	100.0	37.5	37.5	16.7	8.3	25.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	26	100.0	37.5	37.5	16.7	8.3	25.0
Socio-Economic Status							
Subsidized meals	24	100.0	40.9	31.8	18.2	9.1	27.3
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	15	100.0	20.0	60.0	13.3	6.7	20.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	60.0	26.7	13.3	0.0	13.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	15	100.0	6.7	46.7	46.7	N/A	46.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	73.3	26.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	73.3	26.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	10	100.0	I/S	I/S	I/S	I/S	I/S
	4	16	100.0	53.3	46.7	0.0	0.0	0.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data
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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 97)				
First graders who attended full-day kindergarten	75.0%	Up from 73.9%	100.0%	100.0%
Retention rate	1.1%	Down from 1.3%	3.9%	3.0%
Attendance rate	97.0%	Up from 96.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	5.0%	3.2%
Eligible for gifted and talented	0.0%	No change	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	1.1%	Down from 1.3%	7.6%	8.2%
Older than usual for grade	0.0%	N/A	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	N/R	0.0%	0.0%
Teachers (n= 10)				
Teachers with advanced degrees	50.0%	Up from 23.1%	50.0%	52.6%
Continuing contract teachers	40.0%	Up from 7.7%	77.4%	83.3%
Highly qualified teachers	85.7%	Up from 80.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 14.3%	2.4%	0.0%
Teachers returning from previous year	N/A	N/A	83.5%	87.0%
Teacher attendance rate	100.0%	No change	94.9%	95.0%
Average teacher salary	\$35,353	Up 15.8%	\$40,411	\$41,703
Prof. development days/teacher	15.0 days	No change	12.9 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Up from 12.2 to 1	16.7 to 1	18.8 to 1
Prime instructional time	97.0%	Up from 96.9%	89.1%	89.8%
Dollars spent per pupil*	\$11,964	N/A	\$7,224	\$6,242
Percent of expenditures for teacher salaries*	44.2%	N/A	63.2%	65.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	78.6%	89.4%
Highly qualified teachers in high poverty schools	81.4%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance in this school	95.3%	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Charleston Development Academy Charter School, at The Septima Clark Center, continues to foster its mission - "To provide a safe and nurturing environment that will encourage excellence and character building initiatives." We also show pride in knowing that we are "An Intellect Construction Enterprise; Developing Minds, Building Character, Engineering Futures." Where excellence is a standard expectation and where standards are expected to be excellent.

CDA currently houses 92 students in grades K5 - 4th and is located on the west side of town in the midst of the Housing Authority (Gadsden Green) Community. Charleston Development Academy provides a community-relevant curriculum that prepares students to excel in the 21st Century. Our goal is to provide a setting and a school culture that value language development, literacy, heritage, fine arts, parental involvement, and community partnerships.

Charleston Development Academy operates 180 days with an academic program 8:00-3:00 and an Extended Day Program from 3:30-6:00 for homework assistance, remediation enrichment, and cultural exposure.

Class sizes are 15 students or less.

All curricula are regularly aligned with the South Carolina Curriculum Standards, Charleston County Coherent Curriculum, and CCSD Plan of Excellence. In addition, we utilize the Core Knowledge Curriculum.

Classrooms are staffed with full-time, certified teachers and assistants.

Special Education is taught using a full inclusion model.

Small class size and an intimate facility make CDA a warm and inviting place, particularly for those parents who are seeking meaningful alternatives.

The Faculty and Staff of Charleston Development Academy take great pride and confidence in developing and nurturing the student's academic achievement and social development. Through interaction of a variety of Community Partners we continue to generate strategies to close the achievement gap.

Cecelia Gordon Rogers, School Director

Gerald Mackey, Governance Board Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	5	15	13
Percent satisfied with learning environment	100.0%	86.7%	100.0%
Percent satisfied with social and physical environment	100.0%	86.7%	100.0%
Percent satisfied with school-home relations	80.0%	93.3%	100.0%

*Only students at the highest elementary school grade level at this school and their parents were included.